READING STANDARD ARTICULATED BY GRADE LEVEL

Kindergarten

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.

PO 1.   Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).

PO 2.   Hold a book right side up and turn pages in the correct direction.

PO 3.   Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.

PO 4.   Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
   Alternate: 1. Identify the information provided on the front cover and title page.
               2. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.
               3. Hold book right side up and turn pages in the correct direction.

PO 5.   Distinguish between printed letters and words.

PO 6.   Recognize that spoken words are represented in written language by specific sequences of letters.

PO 7.   Recognize the concept of words by segmenting spoken sentences into individual words.

PO 8.   Demonstrate the one-to-one correlation between a spoken word and a printed word.
   Alternate: 1. Demonstrate the one-to-one correlation between a spoken word and a symbol.
               2. Demonstrate the one-to- one correlation between a spoken word and a partial object/picture.
               3. Demonstrate the one-to-one correlation between a spoken word and an object.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).

PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)

PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).

PO 4. Blend two or three spoken syllables to say words.

PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).

PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/…/a/…/n/…makes man).

PO 7. Identify the initial and final sounds (not the letter) of a spoken word.

PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/…/o/…/g/ while the student moves a block or tile for each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1. Identify letters of the alphabet (upper and lower case).
   Alternate: 1. Identify fifteen letters of the alphabet in upper or lower case.
   2. Identify ten letters of the alphabet in upper or lower case.
   3. Recognize name as typically represented.

PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.

PO 3. Say letter sounds represented by the single-lettered consonants and vowels.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1. Determine what words mean from how they are used in a sentence, heard or read.

PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).
   Alternate: 1. Sort familiar printed words into basic categories.
   2. Use picture icons paired with objects to sort into basic categories.
   3. Match object to object, line drawing, picture, or icon.

PO 3. Describe familiar objects and events in both general and specific language.

Concept 5: Fluency

Read fluently.

(Grades 1-12)

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

PO 1. Make predictions based on title, cover, illustrations, and text.
     Alternate: 1. Make predictions based on title, cover, and illustrations.
                  2. Derive meaning from books that are highly predictable and/or use repetitive syntax.
                  3. Participate (react, join in, read along) when predictably patterned selections of fiction are read aloud.
PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.
PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

PO 2. Identify elements of a story, including characters, setting, and key events.
    Alternate: 1. Identify elements of the story, including characters and key events.
              2. Identify main character.
              3. Using pictures/icons choose main character.

PO 3. Retell or re-enact a story, placing the events in the correct sequence.
    Alternate: 1. Retell story, placing two events in correct sequence.
              2. Given three pictures/icons, put events in correct sequence.
              3. Given two pictures/icons, tell what happened first and last.

PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.
(Grades 1-12)

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Identify the purpose for reading expository text.
 	
 PO 2.   Restate facts from listening to expository text.
    Alternate: 1. Restate two facts from listening to expository text.
            2. Respond appropriately to questions based on facts in expository text heard or read.
            3. Recall one fact from a story.
 	
 PO 3.   Respond appropriately to questions based on facts in expository text, heard or read.

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.
    Alternate: 1. Sequentially follow a 2-step set of directions using tactile symbols or pictures.
            2. Follow a 1-step direction using tactile symbols or pictures.
            3. Associate an object/partial object, tactile symbol, or picture with familiar objects, actions, or events.
 	
 PO 2.   Identify signs, symbols, labels, and captions in the environment.
    Alternate: 1. Identify signs, symbols, and labels found in the school environment.
            2. Identify signs and symbols found in the school environment.
            3. React to objects/partial objects, tactile symbol, or picture when presented.

Concept 3: Persuasive Text
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.
(Grades 3-12)

READING ARTICULATED BY GRADE LEVEL

GRADE 1

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.

PO 1.   Alphabetize a series of words to the first letter.

PO 2.   Distinguish between uppercase and lowercase letters.

PO 3.   Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).

PO 4.   Identify the title, author, and table of contents of a book

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.

PO 1.   Generate a series of rhyming words, including consonant blends.

PO 2.   Orally segment a multi-syllable word into its syllables.

PO 3.   Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change cow to how, pan to an).

PO 4.   Distinguish between initial, medial, and final sounds in single-syllable words.

PO 5.   Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).

PO 6.   Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.

PO 7.   Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).

PO 8.   Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1.   Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:
• Single letters (consonants and vowels),
• Consonant blends (e.g., bl, st, tr),
• Consonant digraphs (e.g., th, sh, ck), and
• Vowel digraphs and diphthongs (e.g., ea, ie, ee).

PO 2.   Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.

PO 3.   Use knowledge of base words to identify compound words.

PO 4.   Read words with common spelling patterns (e.g., -ite, -ill, -ate).

PO 5.   Recognize high frequency words and irregular sight words.

PO 6.   Read common contractions fluently (e.g., I'm, I'll, can't).

PO 7.   Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1   Recognize base words and their inflections (e.g., look, looks, looked, looking).

PO 2.   Classify common words into conceptual categories (e.g., animals, foods, toys).
      Alternate   1. Classify common spoken and printed words into conceptual categories.
                2. Sort objects by similar attributes paired with spoken words and/or line drawings, pictures, or icons.
                3. Associate spoken words with familiar objects.

PO 3.   Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).

PO 4.   Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).

Concept 5: Fluency
Read fluently.

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.
PO 1.   Predict what might happen next in a reading selection.
PO2.   Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Identify the plot of a literary selection, heard or read.
        Alternate: 1. Identify what happened in the story, heard or read.
                  2. Identify two events from the story, heard or read.
                  3. Given two pictures/icons, determine which one matches the story, heard or read.

PO 2.   Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.

PO 3.   Sequence a series of events in a literary selection, heard or read.
        Alternate: 1. Sequence two events in order from a story, heard or read.
                  2. Identify what comes next in a story, heard or read.
                  3. Put two pictures/icons from the story in order, or read.

PO 4.   Determine whether a literary selection, heard or read, is realistic or fantasy.

PO 5.   Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Identify the topic of expository text, heard or read.

PO 2.   Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.
   Alternate: 1. Answer who, what, where, when, and why questions about expository text, heard or read.
   2. Answer who, what, where, and when questions about expository text, heard or read.
   3. In response to a question, choose an object/partial object, tactile symbol, or picture to indicate a preference for a familiar object, action, or event.

PO 3.   Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.
   Alternate: 1. Identify four organizational features of expository text.
   2. Identify two organizational features of expository text.
   3. Demonstrate understanding that print materials (objects/partial objects, tactile symbols) are read using a left to right, top to bottom progression.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Follow a set of written multi-step directions with picture cues to assist.
  Alternate: 1. Sequentially follow a 2-step set of directions using tactile symbols or pictures.
  2. Follow a 1-step direction using tactile symbols or pictures.
  3. Associate at least two objects/partial objects, tactile symbols, or pictures with familiar objects, actions, or events.

PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.
  Alternate: 1. Indicate whether a specific 2-step activity is completed in order by referring to picture/symbol cues.
  2. Indicate whether a specific 1-step activity is completed by referring to a picture/symbol cue.
  3. Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing "finished."

PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).
  Alternate: 1. State the meaning of five specific signs that are encountered in the school environment.
  2. State the meaning of three specific signs that are encountered in the school environment.
  3. Identify a location in the school environment by associating an object/partial object, tactile symbol, or picture with an identical one.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 2

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
PO 1.   Alphabetize a series of words to the second letter. PO2.   Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
PO 1.   Orally segment a multi-syllable word into its syllables. PO 2.   Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/…/i/…/g/…/er/ makes tiger). PO 3.   Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/…/i/…/g/…/er/ while student moves one block for each phoneme) .

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
PO 1.   Read multi-syllabic words fluently, using letter-sound knowledge. PO 2.   Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly). PO 3.   Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.

PO 4.   Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.

PO 5.   Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.

PO 6.   Recognize high frequency words and irregular sight words

PO 7.   Read common contractions fluently (e.g., haven't, it's, aren't).

PO 8.   Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

PO 9.   Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1.   Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.

PO 2.   Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.

PO 3.   Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.

PO 4.   Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.

PO 5.   Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).
     Alternate: 1. Recognize ten common abbreviations for calendar-related words.
                     2. Match five common abbreviations for calendar-related words.
                     3. Recognize an object or partial object associated with daily activities.

PO 6.   Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).

PO 7.   Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

Concept 5: Fluency
Read fluently.

PO 1.   Consistently read grade level text with at least 90 percent accuracy.

PO 2.   Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.

PO 3.   Use punctuation, including commas, periods, and question marks to guide reading for fluency.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.
PO 1.   Predict what might happen next in a reading selection.
PO2.   Compare a prediction about an action or event to what actually occurred within a text.
PO 3.   Ask relevant questions in order to comprehend text.
PO 4.   Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.

  Alternate: 1. Identify the problem and solution in a story.
  2. Identify the setting (when and where) in a story.
  3. Identify two characters in a story.

PO 2.   Describe characters (e.g., traits, roles, similarities) within a literary selection.

PO 3. Sequence a series of events in a literary selection.
  Alternate: 1. Sequence three events in order from a story, heard or read.
  2. Sequence two events in order from a story, heard or read.
  3. Put two pictures/icons from the story in order.

PO 4. Identify cause and effect of specific events in a literary selection.
  Alternate: 1. Identify why something happened in the story.
  2. Identify what happened in the story.
  3. Given a choice of two pictures, point to the picture of what happened in the story.

PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.

PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.

PO 7. Identify differences between fiction and nonfiction.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the main idea in expository text.

PO 2. Locate facts in response to questions about expository text.
Alternate: 1. Using targeted print vocabulary words, locate facts in response to grade-level content questions about expository text.
2. Using targeted print vocabulary words supported with picture cues, locate facts in response to grade-level content questions about expository text.
3. In response to questions, locate facts by using a consistent object/partial object, tactile symbol or picture system.

PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)
Alternate: 1. Locate specific information related to target print vocabulary by using organizational features found in expository text.
2. Locate specific information related to target print vocabulary words supported with picture cues by using organizational features found in expository text.
3. Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.

PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)
Alternate: 1. Given three choices, select the source that may be used to answer specific questions and/or gather information related to grade-level content.
2. Given two choices, select the source that may be used to answer specific questions and/or gather information related to grade-level content.
3. Use at least one partial object to replace use of a known object symbol.

PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)
Alternate: 1. Locate specific information from charts, maps, diagrams, illustrations, or tables found in expository text.
2. Locate specific information from charts, maps, or illustrations that are found in the school environment.
3. Find a location in the school environment by associating an object/partial object, tactile symbol, or picture with an identical one.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Follow a set of written multi-step directions.
       Alternate: 1. Sequentially follow a 4-step set of directions using picture cues.
                  2. Sequentially follow a 3-step set of directions using picture cues.
                  3. Use objects/partial objects, tactile symbols, or picture schedule to complete one familiar activity.

PO 2.   Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.
       Alternate: 1. Indicate whether a specific 3-step activity is completed in order by referring to picture/symbol cues.
                  2. Indicate whether a specific 2-step activity is completed in order by referring to picture/symbol cues.
                  3. Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing "finished.
"
PO 3.   State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).
       Alternate: 1. State the meaning of five specific signs, graphics, and symbols.
                  2. State the meaning of three specific signs, graphics, and symbols that are found in the school environment.
                  3. Identify at least two school locations by associating an object/partial object, tactile symbol, or picture with identical representations in those areas.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 3

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

PO 1.   Alphabetize a series of words to the third letter.

PO 2.   Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1.   Read multi- syllabic words fluently, using letter-sound knowledge.

PO 2.   Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g.,in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).

PO 3.   Apply knowledge of the following common spelling patterns to read words:
• that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable)
• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)
• that require changing the final y to i (e.g., baby/babies)
• that end in –tion, -sion, (e.g., election, vision)
• with complex word families (e.g., -ight, -ought); and
• that include common prefixes, suffixes and root words.

PO 4.   *Read common abbreviations* (e.g., *Wed., Sept.) fluently*.

PO 5.   Recognize high frequency words and irregular sight words.
Alternate: 1. Recognize common abbreviations used when addressing envelopes.
2. Match common abbreviations used in preparing self-addressed envelopes.
3. Recognize an object or partial object associated with at least three daily activities.

PO 6.   Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1.   Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.

PO 2.   Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.

PO 3.   Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).

PO 4.   Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).

PO 5.   Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

PO 6.   Determine the meaning of common synonyms, antonyms, and homonyms.
   Alternate: 1. Match ten symbols/pictures/words that represent the concepts of same and different.
   2. Match five symbols/pictures/words that represent the concepts of same and different.
   3. Demonstrate the meaning of opposite words with objects or actions.

PO 7.   Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
   Alternate: 1. Use context cues to determine the meaning of ten simple words.
   2. Use picture cues to determine the meaning of five simple words.
   3. Associate a line drawing/picture/icon with a familiar object, action, or event.

Concept 5: Fluency

Read fluently.

PO 1.   Consistently read grade level text with at least 90 percent accuracy.

PO 2.   Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

PO 1.   Predict events and actions, based upon prior knowledge and text features.

PO2.   *Compare a prediction about an action or event to what actually occurred within a text.*

PO 3.   *Ask relevant questions in order to comprehend text.*

PO 4.   Answer clarifying questions in order to comprehend text.

PO 5.   Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to
          :comprehend text.
          Alternate: 1. Answer questions using webs, flow charts, or other graphic organizers.
                          2. From a choice of two responses, answer questions using webs, flow
                             charts, or other graphic organizers.
                          3. Show interest in signs, symbols, and pictures in the environment by gaze,
                             touch, alerting, and/or reaching.

PO 6.   Connect information and events in text to experience and to related text and sources.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Compare (and contrast) literary elements across stories, including plots, settings, and characters.

PO 2.   Describe characters (e.g., traits, roles, similarities) within a literary selection.
   Alternate: *1. Describe the main character.*
               2. Identify the main character.
               3. Given a choice of two, identify the main character.

PO 3.   Sequence a series of events in a literary selection.
   Alternate: *1. Sequence four events in order from a story.*
               2. Sequence three events in order from a story.
               3. Point to the first and last events in a story.

PO 4.   Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.
   Alternate: 1. Identify what happened in the story and why it happened.
               2. Identify why something happened in the story.
               3. Identify an event that happened in the story.
PO 5.   Identify the speaker or narrator in a literary selection.

PO 6.   Identify rhyme, rhythm, repetition, and sensory images in poetry.

PO 7.   Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Locate facts in response to questions about expository text.

PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing**)**

PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing)
   Alternate: 1. Given three choices, use the source that may be used to answer specific questions and/or gather information related to grade-level content.
   2. Given two choices, use the source that may be used to answer specific questions and/or gather information related to grade-level content.
   3. Use at least two partial objects or pictures to replace use of known object symbols.

PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)
   Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
   2. Interpret information from charts, maps, or illustrations that are found in the school environment.
   3. Indicate the meaning of an object/partial object, tactile symbol, or picture, found in a school environment.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   *Follow a set of written multi-step directions.*
   Alternate: 1. Sequentially follow a 4-step set of directions using picture cues.
   2. Sequentially follow a 3-step set of directions using picture cues.
   3. Use objects/partial objects, tactile symbols, or pictures to complete one familiar activity.

PO 2.   Provide multi-step directions.

PO 3.   Evaluate written directions for sequence and completeness.
   Alternate: 1. Evaluate written directions for a 4-step task for sequence and completeness, with picture cues to assist.
   2. Evaluate written directions for a 3-step task for sequence and completeness, with picture cues to assist.
   3. Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing "finished."

PO 4.   Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
   Alternate: 1. Interpret information in maps and schedules for a specific purpose.
   2. Interpret information in maps for a specific purpose in the school environment.
   3. Interpret information by using organizational features of a daily schedule for a specific purpose.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1.   Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).

PO 2.   Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 4

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1.   Use knowledge of root words and affixes to determine the meaning of unknown words.

PO 2.   Use context to determine the relevant meaning of a word.

PO 3.   Determine the difference between figurative language and literal language.

PO 4.   Identify figurative language, including similes, personification, and idioms.

PO 5.   Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.
   Alternate: 1. Determine meanings of ten new words at grade level by using a beginning dictionary
   2. Match beginning letters of five words at grade level to an alphabet line by placing words in alphabetical order (for dictionary purposes).
   3. Associate a line drawing/picture/icon with a familiar object, action, or event.

PO 6.   Identify antonyms, synonyms, and homonyms for given words within text

Concept 5: Fluency

Read fluently.

PO 1.   Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1.   Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2.   Confirm predictions about text for accuracy.

PO 3.   Generate clarifying questions in order to comprehend text.

PO 4.   Use graphic organizers in order to clarify the meaning of the text.
　　　　Alternate: 1. Identify sources of information (menu charts, maps, bus schedules) for a variety of information.
　　　　　　　　　　　　2. Indicate information gained from captions and titles in an informational text.
　　　　　　　　　　　　3. Using signs, symbols, and pictures in the environment, indicate the meaning.

PO 5.   Connect information and events in text to experience and to related text and sources.

PO 6.   Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Identify the main problem or conflict of a plot.
      Alternate: 1. Identify the main problem in the story.
                  2. Identify a problem in a story.
                  3. Given a choice of two pictures, point to the picture of what happened in the story.

PO 2.   Identify the resolution of a problem or conflict in a plot.
      Alternate: 1. Identify the solution to the main problem in the story.
                  2. Identify a solution to a problem in the story.
                  3. Given a choice of two pictures, point to the picture that shows the solution to a problem in the story.

PO 3.   Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).

PO 4.   Distinguish between major characters and minor characters.

PO 5.   Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).

PO 6.   Identify the speaker or narrator in a literary selection.

PO 7.   Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).
      Alternate: 1. Identify the time and place of the story.
                  2. Identify the time or place of the story.
                  3. Given a choice of two pictures, point to the picture that shows the location of a story.

PO 8.   Compare (and contrast) the characters, events, and setting in a literary selection.

PO 9.   Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.

PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Describe the historical and cultural aspects found in cross–cultural works of literature.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Identify the main idea and supporting details in expository text.

PO 2.   Distinguish fact from opinion in expository text.

PO 3.   Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.

PO 4.   Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)
   Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
   2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
   3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 5.   Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)
   Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
   2. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
   3. Indicate the meaning of at least two objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 6.   Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)

PO 7.   Distinguish cause and effect.

PO 8.   Draw valid conclusions based on information gathered from expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
   Alternate: 1. Locate specific information from instructions, forms, schedules, directories, and/or pamphlets.
   2. With picture/print cues, locate specific information from menus, schedules, pamphlets, instructions, and/or forms.
   3. Using an object/partial object, tactile symbol, or picture schedule, locate facts in response to questions what do we do first, next?

PO 2.   Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).
   Alternate: 1. Sequentially follow a 4-step set of directions using picture cues.
   2. Sequentially follow a 3-step set of directions using picture cues.
   3. Use objects/partial objects, tactile symbols, or pictures to initiate two activities in the routine daily schedule.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1.   Determine the author's position regarding a particular idea, subject, concept, or object.

PO 2.   Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 5

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1.   Use knowledge of root words and affixes to determine the meaning of unknown words.

PO 2.   Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).

PO 3.   Determine the difference between figurative language and literal language.

PO 4.   Determine the meaning of figurative language, including similes, personification, and idioms.

PO 5.   Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.
   Alternate: 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.
   2. Use an alphabet line or other tool to place new words related to grade-level content in alphabetical order, based on first letter of word.
   3. Use picture icon dictionary to match to two words in a daily schedule.

PO 6.   Identify antonyms, synonyms, and homonyms for given words within text.

Concept 5: Fluency

Read fluently.

PO 1.   Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1.   Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2.   Confirm predictions about text for accuracy.

PO 3.   Generate clarifying questions in order to comprehend text.

PO 4.   Use graphic organizers in order to clarify the meaning of the text.
   Alternate: 1. Identify basic textual and/or graphical features (headings, bold print) to locate information in a variety of sources.
   2. Identify sources of information (menu charts, maps, bus schedules) for a variety of information.
   3. Using signs, symbols, and pictures in the environment, indicate the meaning.

PO 5.   Connect information and events in a text to experience and to related text and sources.

PO 6.   Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).

PO 2.   Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.

PO 3.   Distinguish between major characters and minor characters.

PO 4.   Analyze how a character's traits influence that character's actions.

PO 5.   Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
    Alternate: 1. Identify who is telling the story.
                2. Identify who the story is about.
                3. Given a choice of two pictures/icons, point to the one that shows who the story is about.

PO 6.   Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.
    Alternate: 1. Identify the time of day or year of the story.
                2. Identify the time and place of the story.
                3. Given a choice of three pictures/icons, point to the one that shows the time or place of the story.

PO 7.   Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.

PO 8.   Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).

PO 9.   Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Describe the historical and cultural aspects found in cross-cultural works of literature.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Identify the main idea and supporting details in expository text.

PO 2.   Distinguish fact from opinion in expository text, using supporting evidence from text.

PO 3.   Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.

PO 4.   Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)
   Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
   2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
   3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 5.   Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 6.   Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)

   Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.

   2. Interpret information from charts, maps, or illustrations that are found in the school environment.

   3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 7.   Identify cause and effect relationships (stated and implied).

PO 8.   Draw valid conclusions based on information gathered from expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
Alternate: 1. Locate specific information from instructions, forms, schedules, directories, and/or pamphlets.
2. With picture/print cues, locate specific information from menus, schedules, pamphlets, instructions, and/or forms.
3. Using an object/partial object, tactile symbol, or picture schedule, locate facts in response to questions what do we do first, next?

PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).
Alternate: 1. Sequentially follow a 4-step set of directions using picture/symbol cues.
2. Sequentially follow a 3-step set of directions using picture/symbol cues.
3. Use objects/partial objects, tactile symbols, or pictures to initiate two activities in the routine daily schedule.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.

PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.

PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 6

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant context

PO 1. Determine the effect of affixes on root words.
 	
PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
 	
PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
 	
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.
 	
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
    Alternate: 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.
          2. Develop personal dictionary of words related to grade-level content.
          3. Use objects/partial objects, tactile symbols, or pictures to generate a personal dictionary.

Concept 5: Fluency

Read fluently.

PO 1.   Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1.   Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2.   Confirm predictions about text for accuracy.

PO 3.   Generate clarifying questions in order to comprehend text.

PO 4.   Use graphic organizers in order to clarify the meaning of the text.
    Alternate: 1. Provide information related to grade-level content by using an outline template.
    2. Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).
    3. Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

PO 5.   Connect information and events in text to experience and to related text and sources.

PO 6.   Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.

PO 7.   Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
   Alternate: 1. Describe the problem and solution of the plot.
   2. Describe the events of the story.
   3. Given a choice of three pictures/icons, point to the one that shows the resolution of the story.

PO 2.   Identify the theme in works of prose, poetry, and drama.

PO 3.   Describe the motivations of major and minor characters.

PO 4.   Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
   Alternate: 1. Identify who is telling the story.
   2. Identify who the story is about.
   3. Given a choice of two pictures/icons, point to the one that shows who the story is about.

PO 5.   Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution

PO 6.   Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.

PO 7.   Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).

PO 8.   Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2.   Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.

PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)
  Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
  2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
  3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
  Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
  2. Interpret information from charts, maps, or illustrations that are found in the school environment.
  3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.

PO 9. Draw valid conclusions about expository text, supported by text evidence.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.
   Alternate: 1. Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   2. Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   3. Indicate the sequence of at least two daily activities.

PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.

PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).
   Alternate: 1. Use functional text to solve problems, perform procedures, and answer questions.
   2. Use functional text to solve problems, perform procedures, and answer questions paired with picture/symbol cues.
   3. Use objects/partial objects, tactile symbols, or pictures to initiate four activities in the routine daily schedule.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's specific purpose for writing the persuasive text.

PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.

PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 7

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).
 	
PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
 	
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
 	
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.
 	
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
 	
    Alternate: 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.
          2. Add to personal dictionary of words related to grade-level content.
          3. Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.

Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Confirm predictions about text for accuracy.

PO 3. Generate clarifying questions in order to comprehend text.

PO 4. Use graphic organizers in order to clarify the meaning of the text.
   Alternate: 1. Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).
   2. Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).
   3. Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

PO 5. Connect information and events in text to experience and to related text and sources.

PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.

PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.

PO 2.   Recognize multiple themes in works of prose, poetry, and drama.

PO 3.   Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.

PO 4.   Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.
   Alternate: 1. Explain who is telling the story.
   2. Identify if the narrator is a character in the story.
   3. Identify who is telling the story.

PO 5.   Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.

PO 6.   Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.

PO 7.   Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.

PO 8.   Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2.   Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.

PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
  Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
  2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
  3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)

PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
  Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
  2. Interpret information from charts, maps, or illustrations that are found in the school environment.
  3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.

PO 10. Make relevant inferences about expository text, supported by text evidence.

PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.

PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Use information from text and text features to determine the sequence of activities needed to carry out a procedure.
   Alternate: 1. Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   2. Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   3. Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with tactile symbol or picture cues to assist.

PO 2.   Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.

PO 3.   Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions.
   Alternate: 1. Use functional text to solve problems, perform procedures, and answer questions.
   2. Use functional text to solve problems, perform procedures, and answer questions paired with picture/symbol cues.
   3. Use objects/partial objects, tactile symbols, or pictures to initiate four activities in the routine daily schedule.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1.   Determine the author's specific purpose for writing the persuasive text.

PO 2.   Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.

PO 3.   Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.

READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 8

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1.   Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).

PO 2.   Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).

PO 3.   Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).

PO 4.   Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.

PO 5.   Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
   Alternate: 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.
      2. Add to personal dictionary of words related to grade-level content.
      3. Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.

Concept 5: Fluency
Read fluently.
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies
Employ strategies to comprehend text
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words). PO 2. Confirm predictions about text for accuracy. PO 3. Generate clarifying questions in order to comprehend text. PO 4. Use graphic organizers in order to clarify the meaning of the text. 　　**Alternate:** 1. Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume). 　　　　　　2. Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules). 　　　　　　3. Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks. PO 5. Connect information and events in text to experience and to related text and sources. PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension. PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature

PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.

PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.

PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.

PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.
      Alternate: 1. Explain who is telling the story.
                 2. Identify if the narrator is a character in the story.
                 3. Identify who is telling the story.

PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.
      Alternate: 1. Explain how the setting sets the mood and tone of the story.
                 2. Explain how the setting affects the story.
                 3. Select the picture/icon that matches the setting in the story.

PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.

PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2.   Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.

PO 3.   Distinguish fact from opinion in expository text, providing supporting evidence from text.

PO 4.   Identify the author's stated or implied purpose(s) for writing expository text.

PO 5   Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 6.   Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 7.   Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)

PO 8.   Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
2. Interpret information from charts, maps, or illustrations that are found in the school environment.
3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 9.   Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.

PO 10. Make relevant inferences about expository text, supported by text evidence.

PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.

PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Use information from text and text features to determine the sequence of activities needed to carry out a procedure.
   Alternate: 1. Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   2. Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture/symbol cues to assist.
   3. Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with tactile symbol or picture cues to assist.

PO 2.   Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.
   Alternate: 1. Use functional text to solve problems, perform procedures, and answer questions.
   2. Use functional text to solve problems, perform procedures, and answer questions paired with picture/symbol cues.
   3. Use objects/partial objects, tactile symbols, or pictures to initiate four activities in the routine daily schedule.

PO 3.   Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions.

PO 4.   Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's specific purpose for writing the persuasive text.

PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.

PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.

PO 4. Identify specific instances of bias in persuasive text.

READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 9

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.
PO 1.   Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).   PO 2.   Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).   PO 3.   Distinguish between the denotative and connotative meanings of words.   PO 4.   Identify the meaning of metaphors based on common literary allusions.   PO 5.   Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available. **Alternate:** 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content. 2. Add to personal dictionary of words related to grade-level content. 3. Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.

Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Generate clarifying questions in order to comprehend text.

PO 3. Use graphic organizers in order to clarify the meaning of the text.
   Alternate: 1. Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).
   2. Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).
   3. Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

PO 4. Connect information and events in text to experience and to related text and sources.

PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Describe the author's use of literary elements:
- theme (moral, lesson, meaning, message, view or comment on life),
- point of view (e.g., first vs. third, limited vs. omniscient),
- characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
- setting (time of day or year, historical period, place, situation), and
- plot (exposition, conflict, rising action, climax, falling action, and resolution).

Alternate: 1. Explain how the setting sets the mood and tone of the story.
2. Explain how the setting affects the story.
3. Select the picture/icon that matches the setting in the story.

Alternate: 1. Describe the problem and solution of the plot.
2. Describe the events of the story
3. Given a choice of four pictures/icons, point to the one that shows the resolution of the story.

PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).

PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).

PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1.   Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.

PO 2.   Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.

PO 3.   Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

    Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text.
             2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
             3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 4.   Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)

PO 5.   Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)

    Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
             2. Interpret information from charts, maps, or illustrations that are found in the school environment.
             3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 6.   Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.

PO 7.   Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).

PO 8.   Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.

PO 2.   Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.
Alternate: 1. Interpret details from a variety of functional text to answer questions.
2. Interpret details from a variety of functional text to answer questions.
3. Use objects/partial objects, tactile symbols, or pictures to initiate four activities in the routine daily schedule.

PO 3.   Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1.   Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.

PO 2.   Evaluate the appropriateness of an author's word choice for an intended audience.

PO 3.   Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 10

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.
(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.
(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.
(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).

PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).

PO 4. Identify the meaning of metaphors based on common literary allusions.

PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
  Alternate: 1. Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.
  2. Add to a personal dictionary of words related to grade-level content.
  3. Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.

Concept 5: Fluency

Read fluently.

PO 1.   Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1.   Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2.   Generate clarifying questions in order to comprehend text.

PO 3.   Use graphic organizers in order to clarify the meaning of the text.
    Alternate: 1. Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).
        2. Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).
        3. Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

PO 4.   Connect information and events in text to experience and to related text and sources.

PO 5.   Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1.   Analyze the author's use of literary elements:
- theme (moral, lesson, meaning, message, view or comment on life),
- point of view (e.g., first vs. third, limited vs. omniscient),
- characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
- setting (time of day or year, historical period, place, situation), and
- plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).

Alternate: 1. Explain how the setting sets the mood and tone of the story.
2. Explain how the setting affects the story.
3. Select the picture/icon that matches the setting in the story.

Alternate: 1. Describe the problem and solution of the plot.
2. Describe the events of the story.
3. Given a choice of four pictures/icons, point to the one that shows the resolution of the story.

PO 2.   Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

PO 3.   Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).

PO 4.   Identify how an author's choice of words and imagery sets the tone and advances the work's theme.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1.   Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2.   Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).

PO 3.   Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.

PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
   Alternate: 1. Locate specific information by using title, table of contents, headings, bold print, italics, glossaries, and/or indices found in expository text
   2. With picture/print cues, locate specific information by using the title and page numbers found in expository text.
   3. Locate specific information by using a consistent object/partial object, tactile symbol or picture system.

PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)

PO 5.   Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
   Alternate: 1. Interpret information from charts, maps, diagrams, illustrations, or tables found in expository text.
   2. Interpret information from charts, maps, or illustrations that are found in the school environment.
   3. Indicate the meaning of at least three objects/partial objects, tactile symbols, or pictures found in the school environment.

PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1.   Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.

PO 2.   Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.
   Alternate: 1. Interpret details from a variety of functional text to answer questions.
                    2. Interpret details from a variety of functional text to answer questions.
                    3. Use objects/partial objects, tactile symbols, or pictures to initiate four activities in the routine daily schedule.

PO 3.   Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1.   Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.

PO 2.   Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.

PO 3.   Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.